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REPORT OF THIRD MEETING OF DIRECTORS OF CENTRES PARTICIPATING IN THE STATISTICAL TRAINING PROGRAMME FOR AFRICA (STPA)

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A. ATTENDANCE AND ORGANIZATION OF WORK

1. The Third Meeting of Directors of the Centres participating in the Statistical Training Programme for Africa (STPA) was held at ECA Headquarters Addis Ababa, from 31 October to 4 November 1983. A message of the ECA Executive Secretary was read by Mr. Makramalla, Chief, Socio-Economic Research and Planning Division, Officer-in-Charge of the secretariat, at the opening session.

2. The meeting was attended by the Directors of the following STPA centres or their representatives: Centre européen de formation des statisticiens - économistes des pays en voie de développement (CESD) Paris; Collège statistique Ecole nationale d'économie appliquée (ENEA), Dakar; Department of Statistics, National University of Lesotho, Maseru; Department of Statistics, University of Botswana, Gaborone; Department of Statistics, University of Ghana, Legon; Department of Statistics, University of Ibadan, Ibadan; Ecole nationale supérieure de statistique et d'économie appliquée (ENSEA), Abidjan; Eastern Africa Statistical Training Centre (EASTC), Dar-es-Salaam; Institut africain et mauricien de statistique et d'économie appliquée (IAMSEA), Kigali; Institut de formation et de recherche démographiques (IFORD), Yaoundé; Institute of Statistics and Applied Economics, Makerere University, Kampala; Institut de statistique, de planification et d'économie appliquée (ISPEA), Yaoundé; Institut des techniques de planification et d'économie appliquée (ITPEA), Algiers; and Regional Institute of Population Studies (RIPS), Legon.

3. The representatives of the following user countries also participated in the meeting. Central African Republic, Ethiopia, Sudan, Togo and Zambia.

4. The following STPA associate centres were also represented: Applied Statistics Research Unit, University of Kent, Canterbury; Institute of Social Studies (ISS), The Hague; International Statistics Programs Center (ISPC), Washington, D.C.; and Munich Centre for Advanced Training in Applied Statistics for developing countries, Munich.

5. The Food and Agriculture Organization of the United Nations (FAO), the United Nations Statistical Office (UNSO) and the World Health Organization (WHO) were represented.

6. Representatives of the following institutions and organizations participated in the meeting as observers: Commission of the European Communities (Directorate-General for Development and Statistical Office of the European Communities); Commonwealth Secretariat; Institut national de la statistique et des études économiques (INSEE), France; International Statistical Institute (ISI); Ministry of External Relations, Cooperation and Development, France; National Central Bureau of Statistics, Sweden; Overseas Development Administration, United Kingdom; and United States Agency for International Development (USAID).

7. Prof. S.O. Adamu, Head, Department of Statistics, University of Ibadan was elected Chairman of the meeting, with Mr. O. Balde, Director of Studies ENSEA, as Vice-Chairman and Mr. B. Ntigulirwa, Director of IAMSEA as Rapporteur.

B. AGENDA

8. The meeting adopted the following agenda:

1. Opening address
2. Election of officers
3. Adoption of the agenda and other organizational matters
4. Matters arising from the Second meeting of Directors of centres participating in the STPA
5. Some selected issues in the development of STPA
6. Cooperative development of teaching programmes
   (a) Guide syllabus for in-service statistical training
   (b) Guide syllabus for professional statistical training
   (c) Proposed content of EDP courses at STPA centres
   (d) Demographic training at STPA centres
   (e) Programme of workshops and seminars for 1984-1985
7. Joint EEC/ACP/ECA study of statistical training needs for Africa
8. Technical and financial assistance in the field of statistical training
   - United Nations system
   - Bilateral and other multilateral agencies and institutions
9. Dissemination of information on training activities
10. Other business
11. Adoption of the report

C. ACCOUNT OF PROCEEDINGS

Opening address

9. In his message, Mr. Adebayo Adedeji, ECA Executive Secretary, pointed out that the Statistical Training Programme for Africa (STPA) was established in order to contribute to the solution of the problems of availability of skilled manpower in Africa in the statistical field. He also recalled the important role played by the meeting of Directors in advising the Joint Conference of African Planners, Statisticians and Demographers, and ultimately the ECA Conference of Ministers, on the development of African statistical training which is an integral part of the statistical development programme.

10. He then emphasized the need to examine critically the past achievements of STPA at the time when its fifth anniversary is being celebrated and to make adjustments to the remainder of the work plan.

11. He went on to examine two specific questions among others, namely the question of availability of fellowships for studies at STPA centres and the issue relating to the best way of training trainers. On the first question, he noted that there was no planning in general in the area of training. This makes it difficult to mobilize the necessary resources in a timely manner. He suggested that there should be effective procedures which may translate the interest expressed by donors into definite flows of funds to provide student fellowships. On the question of training of trainers, he indicated that as much as possible has been done so far under the STPA but there still remains a lot more. He recommended that the meeting should undertake a careful review of the best way of training teaching staff to ensure that the actual needs of the region are met.

12. He expressed his satisfaction at the completion of the study of the needs for statistical training in Africa under the joint sponsorship of the Commission of the European Communities, the Secretariat of the Group of African, Caribbean and Pacific (ACP) States and ECA. He invited the participants to make comments and suggestions on the conclusions and recommendations of the study.

13. He then pointed out that the co-operative development of the teaching programmes constituted one of the major functions of the meeting and drew attention to the issues to be examined by the participants in this connexion, particularly the guide syllabus for in-service training prepared by ECA, the guide syllabus for professional training planned for 1984, the proposed course content of electronic data processing for use by STPA centres and demographic training at these centres.

14. He recognized that external assistance will continue to be required for a number of years to come for the development of African statistical training and made an appeal for co-ordinated efforts between African governments, national and international donor agencies and institutions. He indicated that the reply of the European Economic Community (EEC) to the request submitted to it for support to the STPA centres through the regional programme of the European Development Fund was of special interest.

15. Finally, he outlined the action of the secretariat concerning the implementation of a resolution on special assistance to Portuguese-speaking African countries adopted in Freetown by the ECA Conference of Ministers.

D. MATTERS ARISING FROM THE SECOND MEETING
(Agenda item 4)

16. A summary of the main considerations arising from the second meeting of directors of STPA centres was provided in document E/ECA/STPA/DM3/1. In presenting this paper, the secretariat noted that the matters arising were included in the agenda for the third meeting. This was because there are a number of essential issues which have to be kept continuously under review if the training programme is to perform satisfactorily. The most important of these are the provision of teaching staff, the courses to be taught, the overall training requirements and technical co-operation in executing the programme.

17. Progress had been made in these areas along the lines requested by the previous meeting. Medium and long term requirements for the training of staff were becoming clearer but the policy for such training and its funding needed careful examination. Considerable work had been accomplished in the preparation of middle-level and in-service guide syllabuses and the meeting would be invited to advise on the approach to a professional level syllabus. The 1977 ECA estimates of overall statistical training needs had been up-dated through the recently completed joint EEC/ACP/ECA study which, apart from some increase in the figures for middle level staff and English-speaking professionals, largely confirmed the 1977 estimates. Technical and financial assistance to the programme had continued to be of principal concern and the response of EEC to the 1981 request of the ACP Council of Ministers, in which the joint study constituted an initial step, would be of special interest.

18. Other matters dealt with at the request of the second meeting included the provision of better information on short-term training facilities outside Africa. However research at STPA centres still called for careful planning, particularly in

the context of data analysis and applications. It was further pointed out that news on recent efforts to regionalize some of the STPA centres would be welcomed by the meeting.

19. The meeting agreed that substantive issues would be taken up under other agenda items and there was no discussion under matters arising.

E. SOME SELECTED ISSUES IN THE DEVELOPMENT OF STPA
(Agenda item 5)

20. After this item had been introduced by the secretariat on the basis of document E/ECA/STPA/DM3/2, the participants agreed that the different questions raised should be considered in the following order:

- Activities carried out so far by STPA, up to the celebration of its fifth anniversary;
- Establishment of machinery to facilitate and accelerate requests for, and awards of, fellowships for study at STPA centres;
- Training of trainers;
- Adoption by each centre of a programme for the recruitment and/or training of trainers;
- Strengthening of the criteria for admitting new STPA centres and efforts to be made by present members to respond effectively to the international service criteria provided;
- Consideration of the request for admission to STPA membership by the Statistics Division of the Mathematics Department of Nairobi University;
- Arrangements to be made by associate centres to enable them to respond better to the needs of the African region as regards further training or specialized training in statistics;
- Special assistance in statistical training to Portuguese-speaking African countries.

21. The participants felt that the activities undertaken by the regional component of STPA within ECA had been satisfactory. They stressed that the staff of the regional component of STPA should be brought up to strength and recommended that the second adviser in anglophone statistical training should be recruited as soon as possible so that STPA could expedite these activities. They also expressed the hope that the programme would benefit from adequate financial support over a relatively long period.

22. Several participants felt that it was essential to evaluate STPA as a whole and to compare its achievements with the initial objectives. On this subject, the secretariat circulated, at the request of the participants, resolution ECO (XVIII)/ Res. 9 of the ECA Executive Committee, establishing STPA, and the original programme document. After being informed that the joint EEC/ACP/ECA study of statistical training needs constituted an evaluation of STPA, the participants decided to postpone discussions of this question until item 7 of the agenda.

23. The participants considered the secretariat's proposal regarding the planning of the fellowship needs of the countries of the region. Such planning would constitute a preliminary commitment that the African countries applying for fellowships would observe a reasonable range. This would allow the donor countries to set aside the necessary funds and initiate the necessary action, at the right time, to facilitate and accelerate the fellowship awards.

24. Some participants pointed out that the national statistical services would sometimes have difficulty in getting their statistical training needs accepted by the national organizations co-ordinating the fellowships. Others pointed out that each donor organizations has its own procedure for the award of fellowships and that it was difficult to propose a single procedure that was acceptable to all. The representative of the Overseas Development Administration, United Kingdom, informed the meeting of the procedures for the award of fellowships in his country which applied to all fields of training. Fellowships were awarded to individuals following requests formulated by the Governments. Consequently, it is impossible to announce in advance the number of fellowships intended for the training of statisticians.

25. The question of the training of trainers gave rise to long discussions.

26. Some participants thought that Ph.D programmes were not the best means of training trainers. Such studies usually led to a research diploma and it was not necessary to have a trainer with such a diploma in an institute which did not engage in research. They also suggested various methods of training trainers, including the outposting of trainers to national statistical services to acquire practical experience, their secondment to an institute as assistant to a good professor, and the twinning of third-world universities with universities in developed countries with a view to encouraging exchanges of teaching staff.

27. Other participants maintained, on the contrary, that the trainers' knowledge should far exceed that of the trainees. They felt that, once the trainers had acquired sufficient general knowledge, they should then receive specialized training. They also pointed out that the aspirations and interests of the trainees should be borne in mind with a view to their possible promotion. Finally, they stressed that the trainers should contribute to the development of statistical research in Africa.

28. The meeting recognized the difficulty, not to say impossibility, of proposing a single trainer training model. It was however agreed that the training of trainers required more than just imparting of technical knowledge and includes such questions as how to teach. The issue was to be considered pragmatically. Situations varied according to whether the centre belonged to the university-type anglophone system or to the special-school-type francophone system. They also varied in accordance with the juridical nature of the centre (a regional centre in its own right or a national centre serving regional purposes) and the status of its teaching staff. Furthermore, the type of persons to be trained had to be identified (permanent or temporary teaching staff) as had to be the type of training required (advanced training, specialization, refresher training or workshop participation) not to mention the level of training provided by teaching staff.

29. It was advisable, to the extent possible, to train trainers in Africa under the system of technical co-operation among developing countries. Certain centres in Africa provided courses at the masters and doctorate levels but were not fully used particularly because of financial problems. Some participants suggested that one or two centres in Africa should be identified to provide specialized training in national accounting and agricultural statistics for example. A participant suggested that STPA might consider setting up a centre within the African region which organises short courses, workshops, and seminars for trainers on the lines of what is done at the International Centre for Theoretical Physics at Trieste, Italy and the Centre for Pure and Applied Mathematics in Nice in France.

30. At the same time however, profitable use could be made of certain centres outside Africa, in particular those centres associated with STPA. They could be used for certain types of training and co-operation with them would accordingly have to be strengthened. Representatives of the associate centres stated that they were prepared to contribute to the training of African trainers.

31. Certain participants gave an account of their experiences in recruiting teaching staff and monitoring their work for at least one year before sending them out for further training. In this way, they could identify candidates who had the ability to become trainers. Other participants stressed the need for trained teching staff to acquire some experience in order to be able to play their role fully.

32. Participants recognized that each centre would have to adopt a programme for the recruitment and/or training of trainers. Directors of the Centres briefly reported on their activities in this area. Since the proceding year, IAMSEA of Kigali had begun to africanize its teaching staff. Three out of its eight teaching staff members were Africans. One teacher was currently being trained under a fellowship awarded from the regional budget of STPA. At the Collège statistique de Dakar, the teaching staff were statisticians directly seconded by the Government and so the problem of recruitment did not arise but the staff still needed training. ENSEA of Abidjan had in the current year begun to train trainers. Two teachers were currently being trained, one of them is on a two year STPA fellowship to prepare for a diplôme d'étude approfondie (DEA) and a doctorate in econometrics; and the second, a demographer, had selected in-service training by teaching and conducting research in the field. He had passed his DEA and was preparing for a doctorate in demography. The school tried every year to attract one or two young degree holders to send for training before they become permanent teachers. The status problem of the teaching staff was currently being discussed with the Government. ISPEA of Yaoundé had since the previous year set up a training programme for trainers. Five permanent staff members who had all served for at least one year were currently being trained in Canada. ISPEA was in the process of becoming a community institute for the States of the Central African Economic and Customs Union (UDEAC). It would be interested in refresher courses for teaching staff and would like information on those courses to be sent to it directly. In the past, the Statistics Department of the University of Lesotho regularly sent six teaching staff members for post-graduate training. The pace had slowed down. The department was also interested in seminars, exchange of experience and research. The Statistics Department of the University of Botswana had six full-time teachers. It also had in training two teachers, one of whom had an STPA fellowship. The teachers sent for training need to have been working with the Centre. ISAE of Kampala had 26 teaching posts most of which were vacant. Other posts were financed by such external agencies as the Commonwealth Fund for Technical Co-operation (CFTC) for full-time teachers and ECA for short-term consultants. In the future, assistance would be forthcoming from EEC. The Centre had prepared an integrated programme for the training of trainers. Young graduates had been recruited to work

at the centre for a year during which they were evaluated. Meanwhile, the centre was seeking training fellowships for promising candidates. Fourteen teachers were currently being trained in various countries. Finally, the Statistics Department of the University of Ibadan needed to train trainers at the doctorate level. The teachers concerned generally went on a year's sabbatical to the university of a developed country to conduct research. They came back to Ibadan to defend their thesis. In the coming year, the Department will send a teacher for specialized training at the University of Kent on a six month fellowship. The only problem that of financing the training of trainers, is always there.

33. The meeting expressed agreement with the proposal of the secretariat to upgrade the admission requirements for new STPA Centres, with particular regard to the international service provided. Indeed, STPA Centres had specific responsibilities in carrying out work programmes and also received some degree of priority in technical and financial assistance. For that reason, the number of such centres should be limited. Certain participants suggested however that, in addition to the criterion that one-third of the student in-take should be non-national Africans, minimum registration levels should also be introduced. It was decided that final conclusions on this question would be drawn after item 7 of the agenda has been considered.

34. The meeting also supported the idea that centres currently participating in the Statistical Training Programme for Africa should endeavour to attain their set objectives. Certain participants proposed that member Centres which did not meet their targets could be suspended or expelled.

35. Regarding the application for membership received from the Statistics Division of the Mathematics Department of Nairobi University, the Meeting felt that it needed further information to take a decision. It requested the secretariat to maintain contact with the Centre and with the Kenya Bureau of Statistics so that the question could be reconsidered at the next meeting of Directors.

36. Participants also approved the criteria for selection of associate Centres indicated in paragraph 54 of the document under study and noted with satisfaction the activities undertaken or planned by current associate members and other institutions with particular reference to the training of African trainers, the organization of courses in specialized areas such as survey methods, household surveys and agricultural statistics.

37. The secretariat was further requested to continue identifying other associate Centres, in particular those of French expression. The FAO representative indicated that the Government of Italy had recently organized a training programme for agricultural statisticians and intended to do so every year. Since Japanese carried out some training in statistics in the past at which some African countries attended, there may be a need to contact them for any possible assistance in identifying associate centres.

38. Finally, on the question of special assistance in statistical training to Portuguese-speaking African countries, the Meeting felt that stress should be laid on training at the national level and approved the secretariat's proposal for the preparation of a programme of in-service training adopted to the conditions of those countries. The Director of CESD informed participants that the co-ordination meeting of Directors of French-speaking African Centres held in June had proposed that candidates of countries belonging to the group should take the joint competitive examination of ingenieurs des travaux statistiques (ITS) from test papers translated into Portuguese. An accelerated

training programme in French should be organized for candidates that passed the competitive examination, as is being done by the College statistique of Dakar for ingénieur des travaux statistiques students from Cape Verde whose training in French was given by the University of Dakar.

F. COOPERATIVE DEVELOPMENT OF TEACHING PROGRAMMES
(Agenda item 6)

Guide Syllabus for In-service Statistical Training
(Agenda item 6(a)

39. A representative of the secretariat introduced the background documents: Introduction to the guide syllabus for In-service Statistical Training (E/ECA/STPA/DM3/3) and Guide syllabus for In-service Statistical Training (E/ECA/STPA/DM3/12). The documents dealt with objectives and development of the guide syllabus, time location, arrangement of courses, teachers and teaching materials, recognition of the in-service training certificate by governments and STPA Centres and the content of the guide syllabus.

40. In the discussions which followed, the participants enquired whether any job analysis was done before the content of the syllabus on in-service statistical training was determined. The secretariat indicated that though no formal job analysis was done, members of the secretariat who prepared the guide syllabus had first hand knowledge of work being done in most African countries and this had been taken into account in preparing the syllabus. An additional consideration was the need to make the content of the in-service training proposed roughly equivalent to that of the certificate course.

41. A question was also asked as to whether an evaluation of existing in-service training schemes in the region had been undertaken to find out the number of students trained, the diversity of the subjects covered, the quality of the training as measured by the end product and the reasons for failure or success of the various schemes. The representative of the secretariat explained that a questionnaire had been circulated to all national statistical offices and most of the information required had been obtained and this has been used as background material for the preparation of the guide syllabus. It was emphasised by the representative of the secretariat that in certain countries the in-service training schemes had failed because the products of the training did not derive any personal advantages from following the course and in at least one country the trainees had refused to take the course until their career prospects consequent upon their completion of the course had been decided.

42. Other participants stressed that the guide syllabus should be taken as guidelines which should be modified to suit local needs and conditions. In this connexion, it was suggested that, instead of awarding one certificate at the end of the three stages of training, certificates could be awarded over a number of those stages. The condition of service should then be related to these qualifications, with exceptions to the general rule based on such criteria as experience being considered.

43. With respect to the question of recognition of in-service training certificates by governments and STPA Centres, it was the general view that this was a rather difficult issue. However, most participants thought that if the area STPA Centres

were to collaborate with the national statistical office in organizing the in-service training and also in moderating the examination at the end of the course, there was a better chance of recognition by both the STPA Centres and the governments. In this connexion, the approach of the Institute of Statisticians in London in exempting graduates of centres with which it has special relationships from some stages of its examinations was cited as a good example. It was also mentioned that the Eastern African Statistical Training Centre (EASTC) at Dar-es-Salaam had similar arrangements with Zambia and Zimbabwe. This had proved successful mainly because the directors of statistics in those countries are on the Advisory Board of the Centre, and the Centre is also involved in the end of course examinations of the in-service training centres.

44. There was some concern that such an arrangement may not be acceptable to the civil service commissions of certain countries. However, it was the view of the secretariat that if the national statistical office and STPA Centre could mutually agree on a procedure for recognition such as that in existence between EASTC on one hand and Zimbabwe and Zambia on the other, there was the possibility that the civil service commission may recognize the certificate obtained after in-service training.

45. The meeting then considered certain modifications to the syllabus. It was proposed that some of the items were not in proper sequence and that for example under section 3.3 second paragraph under probability, "goodness-of-fit tests for independence and for fitting of distributions" should be transferred to the following section on statistical inference. It was also proposed that the following topics be included: efficiency, consistency and stochastic processes. Under section 2.5d(v) International Trade Statistics, it was proposed that "methodology of processing trade data" and "description of various types of tables and their uses" should be included. In response, the representative of the secretariat indicated that certain topics like stochastic processes had been deliberately excluded from the syllabus because it was considered that they were both too complex and irrelevant to the level of training.

46. The importance of programmed teaching was mentioned. As an example the block method of programme teaching was described and emphasis was laid on the importance of examples and case studies in such a programme.

47. The meeting then turned its attention to the coverage of special subjects. It was emphasized that some centres lacked the capability to teach such subjects as agricultural statistics. There was need therefore for the centres to be provided with such capability if such courses are to be taught. UN specialized agencies, ECA regional advisory services, bilateral and inter governmental organizations should help in this regard.

48. The importance of notes and guidelines to teachers was also stressed.

49. The meeting finally approved the Guide Syllabus in principle, subject to some of the modifications which had been proposed.

Guide Syllabus for professional statistical training
(Agenda item 6(b)

50. Introducing the agenda item, a representative of the secretariat explained that the background document, E/ECA/STPA/DM3/4 (Guide Syllabus for professional training) provided a brief summary of the secretariat's views on the objectives, scope, preliminary arrangements for undertaking the work on preparing the guide syllabus for professional training and selected issues in connexion with the assignment. The guide syllabus is expected to cover the following types of training: undergraduate training, service courses and postgraduate training up to masters degree or Ingenieur statisticien-economiste (for the French-speaking centres). To undertake the assignment, two teams (one for English and the other for French-speaking countries) will be appointed. Each team will consist of three persons (two consultants and an ECA staff member).

51. In the discussions which followed certain issues were raised. The view was expressed that the background paper did not try to justify the need for the guide syllabus. Some of the questions asked were: Had there been any demand from any centre for such a document? Was the approach suggested cost-effective? What was the basis for determining the composition of the teams? There was also some concern about the time lag between the 3rd meeting of Directors and the completion of the guide syllabus. It was pointed out that many centres were undertaking significant revisions of their current syllabuses and that the guide syllabus might come out too late to have any impact on such revisions.

52. The representative of the secretariat explained that the co-operative development of teaching programmes was one of the tasks assigned to the ECA secretariat from the very beginning of the STPA project. The secretariat was expected to assist in the development of curricula. This had led to the inclusion of the project on the guide syllabus for professional training in the approved work programme of STPA. With respect to the cost-effectiveness of the project, the representative of the secretariat indicated that costs should also be related to benefits and if the guide syllabus provided guidance to STPA centres and helped in the practical orientation of professional training courses, the benefits to the African region would be immense. However, the meeting cautioned that the cost of the project should be kept in mind to ensure that it did not prove too expensive in relation to any benefits which might accrue from it. The meeting was also informed about a similar project which had been undertaken in respect of the French-speaking centres in 1976. This experience showed that the project could be a worthwhile one.

53. It was emphasised by the meeting that the exercise should include a study and analysis of existing syllabus. Such a study could result in a guide syllabus, which, it was recognized, would be of particular value to institutions intending to introduce professional level training.

54. The meeting then addressed itself to a number of issues raised in paragraph 13 of the background document. The first related to how practical orientation of courses could be achieved. It was explained that standard textbooks did not have the necessary orientation. Three ways of remedying the situation were suggested. The first was to undertake research on statistical applications in the region. The second was for information on existing research to be compiled and disseminated more widely. The third was for research results to be converted into teaching material. It was pointed out that not enough sharing of teaching materials seem to be going on among centres. ECA through STPA could play a role in this connexion.

55. The next issue was whether the syllabus should aim only at the training of statisticians for national services or for all sectors including academic and research institutions and other institutions in the public and private sectors. It was the consensus of opinions in the meeting that it should cater for all categories and that this could be achieved through a flexible programme with a set of core subjects and a number of options.

56. Another question considered by the meeting was the sources of teaching material which will emphasise the practical orientation of courses. In this connexion, the secretariat explained that attempts were being made by it to obtain information on the types of problems encountered in carrying out household surveys in African countries. This could provide material for teaching in one area.

57. In this connexion, it was suggested that attachment of students to statistical organizations would only be useful if there is a close relationship between the training centre and the statistical organization and if a list of actual projects on which the students would work were identified before the start of the attachment. It was however mentioned that practical demonstration surveys or other projects might be a better alternative to on-the-job training.

58. The issue of number of hours to be allocated to the different subjects which was raised by the secretariat was not discussed.

59. The next topic discussed was the concept of credit hours. The representative of one of the centres indicated that this concept had been incorporated explicitly into their teaching programme and this had allowed greater flexibility in the choice of subjects by students.

60. After thorough discussion, the meeting agreed that economics, development planning and accounting, including accounting matrices such as the Social Accounting Matrix (SAM) and the Food Accounting Matrix (FAM) should be included in the guide syllabus.

61. The meeting finally stressed that in the preparation of the guide syllabus for professional training the consultants should always bear in mind that the end product should reflect the needs of the African region. Particular attention should be given to producing a syllabus which will contribute to the continuing dialogue between producers and users of statistics. The FAO representative pointed out that individual topics in the syllabus should be annotated to elucidate their objectives.

Proposed content of EDP at STPA centres
(Agenda item 6(c))

62. Introducing document E/ECA/STPA/DM3/5 on the proposed content of electronic data-processing courses at STPA centres, the representative of the secretariat pointed out that so far the data-processing instruction already introduced to varying degrees in the STPA centres had been mainly theoretical because of their limited access to data-processing equipment. Now that reliable, efficient and cheap micro-computers had appeared on the market, all the centres could obtain data-processing equipment and appropriate software for practical training.

63. The three-year programme proposed was therefore based on the assumption that systems suitable for practical training would be available. Data-processing would occupy some 15 per cent of the time allocated, which is approximately 2-3 hours in the first two years and 4 hours in the third year. The time spent by students on individual work was not included in those estimates.

64. Two programming languages had been proposed for introduction in the first year: FORTRAN and BASIC. But a single language could be chosen, depending on the principal compiler used on the systems.

65. COBOL had been proposed for the second year, firstly, because it was the language most commonly used in data-processing centres and, secondly, because it was the language which formed the basis for some of the most important software especially designed for statistical applications.

66. The aim was not to train COBOL specialists but to allow future statisticians to read and grasp the programmes prepared by their data-processing colleagues and gain a better mastery of the software involved.

67. The representative of the secretariat stressed the need to include in the time-table a section on survey organization and processing. Also, trainees should study an editing software package and a tabulation software package among those available on the computers used by students for practical exercise.

68. In the discussions which followed, one participant said that learning several languages at the same time would be difficult. It would be better to master just one. Once the trainee had acquired that one language, he would find it easier to go on to other languages, if necessary.

69. Continuing the participant felt that the programme did not take into account recent developments in data-processing, such as word processing. Moreover, FORTRAN and COBOL were out of date. It would be better to begin by teaching BASIC and to introduce new languages like PASCAL and APL. Finally, he proposed that a small committee should be set up to review the content of the programme and propose a new one in the light of the comments made.

70. Another representative thought that the programme was directed not so much towards statisticians as towards data processing specialists working in national statistical services. In that sense, it was ambitions. He also proposed that the element of information dissemination should be stressed.

71. He supported the proposal to set up a small committee to prepare a draft programme which would take into account the proposals made.

72. Other representatives asked the secretariat to clarify the level of the programme and its underlying aim.

73. In response to these questions, the representative of the secretariat explained why FORTRAN and BASIC had been chosen. He recalled his introductory remarks, namely, that the two languages might be mutually exclusive. Each centre could make its own choice, depending on the compiler used on the systems. The same was true of the specialized software.

74. The representative of the secretariat explained that the programme was at the level of Ingénieur des travaux statistiques (ITS). The aim was to provide future statisticians with a training in data-processing which would facilitate dialogue with their data-processing colleagues at national statistical offices and to some extent allow them to take over themselves certain applications.

75. The representative of the secretariat supported the proposal, made by one participant and supported by another, to set up a small committee to prepare a programme which would take into account the comments and suggestions made and which would be sent to the participants for comments before its finalization.

76. A Committee to carry out the above mandate was composed of the following members:

Mr. O. Baldé, (ENSEA, Abidjan)
Mr. D. Benzine, (ECA, secretariat)
Mr. L. Bourras,(ITPEA, Algiers)
Mr. K. Bryson, (ISPC)
Mr. R.M. Loynes, (ISI)
Mr. V.E. Muba, (EASTC, Dar-es-Salaam)
Mr. J. Schwartz, (France)
Mr. G.B. Wetherhill, (University of Kent)

Demographic training at STPA centres
(Agenda item 6(d))

77. The Director of IFORD introduced the item on the basis of document E/ECA/STPA/DM3/6 which contained the report of a meeting of experts on the teaching of demography in schools of statistics in French-speaking African countries, organized in June 1982 at Yaounde.

78. Supplementing the presentation by the Director of IFORD, the representative of RIPS also made a statement describing the graduate diploma and Masters degree programmes and summarized the content of the centre's syllabus in demography.

79. In the discussion which followed, several participants described in broad terms the aims and contents of the demography courses taught in the centres they represented. These centres included the University of Botswana and the International Statistical Programme Centre (ISPC) of the United States Bureau of Census. The object of those statements was to supplement the remarks in document E/ECA/STPA/DM3/6 presented by IFORD and to make known the work of the centres concerned.

80. One participant stressed the need to clarify the discussion by distinguishing between the aims of teaching demography to statisticians and the aims of demographic specialization.

81. It was pointed out that the meeting should concentrate on the teaching of demography to statisticians and not consider centres like IFORD and RIPS which specialized in demography.

82. One participant, referring to the demographic training of ITS, stressed:

- The need for indirect methods of estimation, in view of the underdeveloped state of civil registries in Africa;
- The administrative aspects of data collection;
- The importance of sample surveys in data collection.

83. The representative of the Overseas Development Administration said the centre for Population Studies and the David Omen centre at the University College of Cardiffs through his agency, were ready to co-operate with STPA centres by providing them with teaching materials. The ISPC representative said ISPC staff could work with STPA Centres to jointly prepare appropriate teaching materials. He also said that his centre could help with the translation into French of certain basic teaching materials, if so requested.

84. In reply to a question, the Director of IFORD stated that the entry competitive examination was opened to holders of one of the following qualifications: a degree in geography, sociology, economics or mathematics, a diploma of ingénieur des travaux statistiques or a diploma equivalent to one of these two. In reply to another question, he indicated that the problem of recognition of the diploma awarded by the Institute had been solved in most of the user African countries and was being settled in the few countries where the situation was not yet clear.

85. Discussion of this item ended with a request to the secretariat to convene a meeting of IFORD, RIPS and the Population Division to map out in broad outline the objectives and contents of demography courses for statisticians at the intermediate level (ITS).

86. A preliminary document prepared by this meeting could be sent to the STPA Centres for comment. Later, a model demographic programme could be worked out for the intermediate level of statistical training. This could be discussed at the next meeting of directors.

Programme of workshops and seminars for 1984-1985
(Agenda item 6(c))

87. In presenting reference doc. E/ECA/STPA/DM3/7, the representative of the secretariat outlined the problems of coordinating the selection of subjects for short-term training periods, the use of a single language and the financing of activities, He drew attention to the advantages of organizing such activities within the countries of the region.

88. Some representatives of STPA Centres, at ECA's invitation, introduced their programme of short term training activities and gave the reasons behind the selection of subjects.

89. The representatives of the Ecole nationale supérieure de statistique et d'économie appliquée (ENSEA) in Abidjan and the Statistics Department of the University of Ibadan informed the meeting that the Centres were prepared to host seminars, workshops and short courses which may be organized by associate centres in Africa. The representative of CESD indicated that, jointly with the Munich Centre and SOEC, CESD planned to organize in 1984 a training workshop on micro-computer for statisticians from Indian Ocean countries. This workshop might be financed by the Commission of the European Communities.

90. Participants felt that an effective system should be set up to improve overall coordination of short-term training activities in order to avoid duplication and thereby make optimum use of the limited resources needed to implement those activities.

91. The representatives of training centres emphasized the problems of financing short-term training activities and expressed the hope that donor agencies with the necessary support would be forthcoming.

92. The representative of the Munich Centre informed the Meeting that his Centre intended to organize for the first time in 1984, a seminar for directors of ACP statistical offices in both English and French so as to provide an opportunity for a better exchange of views and experiences. He hoped that the Collège de statistique de Dakar and his Center would be able to coordinate the statistical data processing courses that the two centres planned to organize in 1985. He announced that the four month courses of the Munich Centre will deal with the following topics: 1984, price statistics; 1985 agriculture statistics; 1986, national accounts.

93. The representative of the International Statistical Programmes Centre informed the meeting that his centre could organize overseas workshops on various topics in English, French or Spanish on a national or regional basis. He indicated that his centre was prepared to consider favourably any request from STPA centres to host such activities.

94. The representative of the Applied Statistics Research Unit of the University of Kent informed the Meeting that his unit would organize courses in agricultural sample surveys in the next two years. He asked any interested persons to contact him and requested STPA centres to express their needs for organizing short-term training activities

95. One of the representatives of the Institute for Social Studies presented the general training programme of the Institute and the six-month post-graduate programme designed for students in the production and use of data in the context of planning.

96. The representative of the Statistical Office of the European Communities (SOEC) stated that multi-purpose seminars were organized in Florence, Italy in which ACP countries could participate. A consultation meeting had also been organized at the Munich Centre between various European institutions organizing short-term training activities. A liaison document published by the organizers will help to co-ordinate thos activities.

97. The representative of the Overseas Development Administration indicated that the Sussex Institute of Development Studies had been organizing short-term economic statistics courses for several years and might do so again during the next two years. The Institute would communicate details of such courses and seminars to ECA and to member countries through the normal channels as soon as the curriculum had been finalized.

98. He specified further that the United Kingdom could provide assistance only when requested by governments and not by institutions. It was however possible, at the request of a country, to finance the participation of a national in a course organized in another country. There was no question of allocating funds to a training institution for it to award scholarships therefrom.

99. The representative of the Commission of the European Communities felt that it would be most helpful to conduct short-term training activities in user countries as well as a wider dissemination of this subject. He underscored the importance of refresher courses as part of training and the need not to divorce these short-term training programmes from academic training. The Commission may, at the request of governments, finance such activities on a national or regional basis. He stressed the need to provide a precise cost estimate when requests for financing were being made.

100. The representative of the French Ministry of External Relations, Cooperation and Development expressed the interests of the Ministry in short term training particularly in practical subjects. The Ministry had provided financial support for the organization of two seminars in 1983 on budget-consumption surveys and on environmental statistics. A frequency of two seminars per year might be compatible with current budgetary constraints. He would answer the question on the financing of short-term training activities when technical and financial assistance was being discussed.

101. The representative of the Institut national de la statistique et des études économiques (INSEE) drew attention to the technical constraints of co-operation with France. The Institute accorded pride of place to training. However, in order to achieve maximum efficiency, co-ordination was necessary since the experts recruited for training often happen to be the same persons who operated in other areas of statistical and economic activity. In order to make co-operation activities pay off, the Institute had suggested that an assistance request such as that of the Collège statistique de Dakar to organize training seminars using the simulated approach might be considered under the CESD trainer-training programme for instance, in order to bring together several countries and STPA Centres.

102. Her Institute had also provided bilateral assistance to the Institut national de statistique et d'économie appliquée (INSEA) of Rabat. To her knowledge, the Demography Development Group had not been informed of the proposed IFORD seminars and she feared that the seminar planned for 1984 might not materialize.

103. The representative of the Commonwealth Fund for Technical Co-operation (CFTC) stated that assistance was available to Commonwealth countries or their nationals under regional or subregional short-term training activities provided they were organized in Africa by STPA Centres or other training institutions. Owing to the complexity of formalities, he invited all interested persons to contact him. Workshop activities would stress training aspects. CFTC had provided such assistance in facilitating participation of trainees from Commonwealth countries in Africa in a training workshop on environment statistics convened in Nairobi, Kenya, in 1982.

104. The representative of Sweden stated that his country provides financial assistance for training activities mainly through bilateral technical support. He stressed the importance of including the use and the users of data in training activities for different statistical projects i.e. censuses.

105. Finally, the secretariat pointed out that ECA was not a donor agency. The regional component of STPA financed by UNDP was only a part of the entire programme on which African countries and donor agencies alike should concentrate their efforts. The regional component had its own budgetary constraints and part of its available funds could not be allocated to the running of short-term training programmes without jeopardizing the Programme as a whole. ECA would provide assistance in the form of

expertise for organizing such training programmes and undertake the informal preliminary negotiations with donor agencies once the secretariat was informed of short-term training projects planned by STPA Centres.

G. JOINT EEC/ACP/ECA STUDY OF STATISTICAL TRAINING NEEDS FOR AFRICA
(Agenda item 7)

106. This agenda item was introduced by the authors of the report from the Statistical Office of the European Communities (SOEC). The meeting had before it the following documents:

E/ECA/STPA/DM3/8.1	General Report
DM3/8.1/Ad.1	Addendum
DM3/8.2	Report on English-speaking STPA Centres
DM3/8.2	Report on French-speaking STPA Centres
DM3/8.3	Computing needs of Statistical Training Centres in Africa

107. These documents were presented together. The background to the study and the way in which it was carried out were described. In connexion with the study, visits were made to most ACP African countries and STPA Centres during which discussions were held with government authorities and directors of STPA Centres and data were collected.

108. This study has had three main objectives. The first was to heighten awareness by government authorities of the importance of comprehensive and reliable statistics. The second was to collect information, country by country, on the basis of which it would be possible to estimate statistical training needs for the next ten years by type and level of training. The third objective was to evaluate the resources which would be necessary to satisfy these needs, the ways in which these resources might be provided by external assistance, and the conditions required to ensure the effectiveness of such assistance in improving African statistical services.

109. A good statistical apparatus was considered necessary by every country visited, but the study attempted to examine how this feeling had been translated into action. Various important constraints on statistical development were identified, many of which were general constraints on the public service but which had specific implications for statistical services. These include shortage of manpower, budgetary limitations and poor organisation of the statistical system. However it was felt that despite these problems, the statisticians themselves could do more in order to sell their wares and prove their usefulness.

English-speaking countries

110. One of the most striking aspects has been the growth of national training facilities in the years since the STPA was set up, not only at middle-level but at first degree level too. This trend seemed likely to continue. Exemption from the examinations of the Institute of Statisticians (U.K.) was suggested as a means of validating the national middle-level training courses being developed so that the qualifications thus obtained might be acceptable to STPA Centres.

111. All countries stressed that their greatest need for statistical training facilities abroad was for postgraduate training in applied statistics. The areas most often mentioned were agricultural statistics, national accounts, sampling and statistical computing. At present courses outside Africa have to be used, which may often be less relevant to the needs of African countries. It was felt that the STPA could have an important role to play in meeting these needs.

French-speaking countries

112. For sub-professional staff many national courses are being developed and it has been felt that a clear distinction has to be made between "adjoint technique" and "agent technique" particularly as regards the duration of the training. Coordination between countries is needed for the "adjoint technique" courses because of the need to achieve the same standard for admission to the ITS competition.

113. As far as professional staff are concerned, more emphasis is needed in the training on statistical computing, agricultural statistics and general economic statistics. The existing and planned capacity of centres offering ITS courses matches the projected needs. Coordination by CESD has been greatly appreciated. The lack of representation of certain countries on ITS and ISE courses could be remedied by preparatory courses. For ISE level training, the smooth transfer of the CESD training to two STPA Centres should be considered.

114. Additional requirements identified in both language groups were: workshops on the use of micro-computers in statistics; seminars bringing together statisticians and their various partners, as well as statisticians from different countries.

115. A general conclusion of the study was that each country has to decide its own training priorities and whether to allocate the fellowships at its disposal to statistics. It was also felt that administrative procedures had to be streamlined. The recommendations on support for each country and each STPA Centre are listed in Document E/ECA/STPA/DM3/8.3.

116. It was pointed that as well as the reports on each STPA Centre, reports had also been produced on each country in which the basis for making projections were fully described. In fact the study has produced an enormous body of information and the authors wished to thank Directors of Statistics and of STPA Centres for their cooperation in providing such detailed data.

117. The discussion of the report were structured as follows:

i) General recommendations as contained in E/ECA/STPA/DM3/8.1

ii) Computing needs as contained in E/ECA/STPA/DM3/8.3

iii) STPA Centres activities as contained in E/ECA/STPA/DM3/8.2

iv) All other recommendations having financial implications as contained in E/ECA/STPA/DM3/8.1 Addendum.

118. To have balanced discussion for the meeting genrally, item (iv) above was transferred for discussion under agenda item 8 while discussion on STPA performance, procedure and criteria for admitting new centres to the STPA was covered under item (iii) using also Document E/CN.14/ECO/132 relating to the establishment of STPA.

1. General Recommendations

119. The general report generated a lot of discussion. Although the report was generally welcomed, some representatives questioned a number of its conclusions. They felt that sometimes the relationship between cause and effect had been incorrectly drawn and that the statements made were not true for all countries. For example, the conclusion of the report that availability of scholarships was not a stumbling block was questioned.

120. However, the authors pointed out that the remarks made in Document E/ECA/STPA/DM3/8.1 represented a synthesis of materials from country reports and by their nature could only be generalisations and not applicable to each and every country.

121. From the various contributions to the discussion, it was clear that much need to be done, possibly, inform of research and investigation, to reduce the controversies generated by the issues of:

(a) adequacy or inadequacy of training, including differentials between availability of middle level and professional level manpower;

(b) retaining of trainees in their countries of origin;

(c) relationship between supply and demand for statistical manpower; and

(d) relationship between statistics and policy.

122. In his contribution, the Representative of the Commission of the European Communities pointed out that the study had been commissioned in order to provide a framework not only for their own activities in the field, but also those of other donor agencies, in particular, those Member countries of the communities. This point was underlined by the Representatives of those Member Countries who were present, and certain other donor agencies.

2. Computing needs

123. It was felt that the use of computers in STPA Centres was a major issue. There were some discussion of the technical merits of the report and varying views were expressed. The need for taking into account the availability of appropriate software packages in selecting the equipment to be installed in the various centres was considered of a central issue. An exchange network for software was suggested, though there was no agreement on whether the centres themselves should write their own software or rely on softwares developed by associate centres or others.

3. STPA Centre Activities

124. Directors of STPA Centres were invited to comment on the report on their institutes. Some wished to correct errors which had been made in these reports and undertook to put these in writing to the authors. Developments which had been made since the reports had been written were also reported by certain Centres.

125. The Director of the ISAE, Kampala, felt that too negative an impression had been given of the situation and activities of the ISAE. The authors agreed that the ISAE had made a very important contribution to statistical training in the region and that the postgraduate training they were trying to develop could fill an important gap in the training facilities available. Nevertheless, they felt that there were important constraints on the uses made of ISAE by other countries which were not the habitual users of the Institute.

126. The Director of EASTC informed the Meeting that user countries of EASTC have not indicated the need for a course leading to membership of the Institute of Statisticians (UK). He feels that he will encourage the more competent diploma holders of EASTC to proceed to B.Stat at ISAE Kampala in line with the integrated training programme by Eastern Africa. It was explained that the suggestion that this centre might consider mounting a course leading to exemption from Stage III of the examinations of the Institute of Statisticians stemmed from the fact that no such course is available on a full-time basis in the UK. Many people study for these examinations up to and including Stage II by correspondence and it was to meet their needs that this suggestion was made, not as course aimed at Diploma-holders. This was the case, especially in West Africa which currently is not the main client of EASTC.

127. Some participants felt harmonization of middle level training in the English-speaking countries should be worked out within the framework of STPA Centres using the Institute of Statisticians as a point of reference with respect to levels of teaching, etc. The Institute of Statisticians, has a more significant and cost-effective role to play in fostering institutional development in Africa as in the case of EASTC.

128. In response to question raised by the Director of the Collège Statistique in ENEA, Dakar in connexion with the needs of that centre, it was agreed that a separate report should be prepared on this centre using material from the report on Senegal.

129. The Director of IAMSEA stressed the fact that some countries which did not have the status of privileged users did not contribute to the budget of the Centre meant that the latter could no longer continue to accept students from these countries with the risk of jeopordising, at least for some of them, the expected results within the framework of the STPA.

130. Concerning performance of STPA, no detailed discussion was made because of lack of necessary information. A participant felt that a study could be made available by the secretariat on the first five years of STPA for the next meeting of the directors. But it was clear that significant progress has been made.

131. On the procedure and criteria for admitting new centres, various contributions were made in conclusion, the recommendations contained in E/ECA/STPA/DM3/2 were accepted but to be used flexibly. Existing STPA Centres were asked to make efforts to offer international services especially in the area of making positions available to other countries in their training facilities and encouraging these countries to use the positions.

H. TECHNICAL AND FINANCIAL ASSISTANCE IN THE FIELD OF STATISTICAL TRAINING (Agenda item 8)

132. The secretariat introduced document E/ECA/STPA/DM3/9.1 by explaining that UNDP and UNFPA were the two primary sources from which the United Nations obtained funding for its technical assistance programme. It was explained that fellowships for training were either included as part of country projects which were funded from UNDP, IPFS of individual countries or from specific country projects which were funded by UNFPA. The latter projects were limited to demographic and related issues and population censuses.

133. In summarising the document the secretariat stated that in addition to training which were funded by UNDP and UNFPA, there were two other types of training. The first was training which was funded through funds provided by the United Nations Department of Technical Cooperation for Development out of its regular budget. Such training was limited to on-the-job and does not cover institutional type of training. The secretariat indicated that a number of statisticians, cartographers and a computer programmer had either been trained or were being trained in another developing country. The meeting was told that an increased enthusiasm was now being shown by countries for this type of training. However, the secretariat pointed out the fact that because the United Nations Secretariat had been limited by the appropriate Committee of the U.N. General Assembly to a zero increase budget for the biennium 1984-85, it was unlikely that increased funds will be available for this type of training.

134. The second type of training which was not funded from either UNDP or UNFPA funds was training which was being conducted in the USSR. This was funded by the USSR's contribution to the UN Technical Assistance Programme. Since this contribution was available only in Roubles and this is unconvertible into other currencies, the secretariat explained that such training takes place only on the USSR.

135. The secretariat identified two main problems which were encountered with fellowship training. The first was that it was difficult for some national statistical offices to identify suitable candidates for training in certain specialized fields of statistics. Secondly, there was a tendency apparently due to lack of enough suitably qualified candidates for a country to nominate the same candidate more than once for related fellowship training over a short time period. Finally the secretariat requested the meeting might wish to conduct its discussion according to the points enumerated in paragraph 40 of the document under discussion.

136. In reply to a suggestion from a participant that the United Nations should provide funds for training statisticians in data processing techniques and the use of software packages, the secretariat welcomed the suggestion especially because of the availability of a variety of software packages which can now be easily used. The secretariat however pointed out that it is for national statistical offices to demand that fellowships for such training be included in their country projects at the time this is formulated.

137. In reply to another question that the United Nations should consider extending some kinds of fellowships to STPA Centres rather than exclusively to national statistical offices, The secretariat agreed with the participant but again pointed that the sources of funds were primarily country oriented and that these were provided by either of the two donors in the manner that has been described.

138. A participant pointed out that different titles were used in the document for a particular STPA Centre and requested that in future the official title should be used. The secretariat noted this.

139. The meeting expressed the hope that with an improvement in the global economic picture, increased funds may be made available for additional fellowships for training.

140. The secretariat also reported on the follow-up action undertaken in connexion with the request submitted to the Commission of the European Communities by the ACP Council of Ministers for support to STPA through the regional programme of the European Development Fund (EDF).

141. The representative of the Commission of the European Communities stressed that the participation of EDF in STPA was not unique but should take its place among the efforts of the members of the Community, of the other donor agencies and of the member States of ACP themselves. This participation would be financed under the regional co-operation arrangements of the Lomé II Convention, which would end in 1985. Taking into account the results and the progress made, a second intervention could be envisaged under the next Convention.

142. Turning to the question of supplying data-processing equipment to the STPA Centres, the Commission considered that it was a matter of central importance but one which did not appear yet ready for financial action; action of harmonization seems effectively necessary on this question.

143. The other fields of EDF action would include, in the light of the recommendations of the joint study (document E/ECA/STPA/DM3/8.1, paragraph 92):

- The provision of calculating machines to the Centres and assistance in preparation and organization of the common competitive examinations for the francophone Centres;

- Assistance in various forms to the STPA Centres in Africa, according to the precise indications given in the report, including assistance for the training of trainers and for the Africanization of teaching personnel in the Centres;

- Support for refresher courses, seminars and workshops designed to encourage a dialogue between the producers and users of statistics and support for the preparation of teaching materials.

144. The training of intermediate staff at the national level and the award of fellowships came within the purview of the national programmes. They could therefore be financed in accordance with the procedures laid down for financing national projects. However, the STPA would remain the frame of reference which would make it possible to avoid duplication and to guarantee the necessary coherence.

145. A decision by the Financing Committee of EFD might be made towards mid-1984 and an initial mobilization of funds might be made towards the beginning of 1984 academic year.

146. The representative of the Ministry of External Relations, Cooperation and Development, France, indicated that the training of statisticians from the developing countries, and for obvious historical reasons, of students from francophone Centres had always been considered as one of the essential aspects of French co-operation with those countries. In the years to come, and in spite of the unfavourable economic situation, France intended to maintain and, if possible, increase its assistance activities.

147. Under its long-term technical assistance programme, France would directly finance 18 teacher posts for the school year 1983-1984. Those numbers would diminish slowly but regularly during the years to come. But, side by side with the reduction in those numbers, France planned, if the Centres so desired, to rechannel its assistance towards high-level training (practical training, statistical data processing, statistical and economic analysis).

148. Under its scholarship programme, France would maintain its global effort. But it wished to point out that the scholarships were included in the national programmes of the recipient countries. Therefore, their allocation for the training of statisticians depended in practice on the priorities laid down by the States themselves.

149. With regard to its subsidies to training Centres, France planned to maintain those intended for the organization of practical surveys by students in the field, which could be considered as one of the essential aspects of statistical training. On the other hand, it hoped that requests for consumer items and minor items of equipment would gradually be reduced since they normally come within the regular budget of the Centres.

150. With regard to provision of data-processing and similar equipment, France, which had already helped to equip several Centres, hoped that harmonization of technical standards, as indicated in paragraph 141, be undertaken particularly regarding the operating system.

151. As regards documentation, France would continue to provide a regular supply of French teaching materials. During the next three years, it would concentrate on the provision of materials for training Centres dealing with intermediate staff.

152. As regards permanent training, France would not be able to meet all the requests transmitted to it, because of the special efforts being made by many Centres which were now opening for training intermediate staff. During 1984, France would envisage only support for refresher courses in CESD, the acceptance of trainees in the technical services of INSEE, and the organization of one seminar for technical staff of statistical services. The same remark applied to the possible transfer of the first division of CESD to Africa. Such a move could benefit from the support it deserved only after a special effort had been made on behalf of Centres training technical assistants and after a certain number of posts of technical assistant had been freed by the Africanization of trainers of ITS and similar staff.

153. CFTC support is available to statistical training centres and/or individuals in/from the developing countries who are member states of the Commonwealth. Such support is availed either in the form of technical assistance or fellowships and training. CFTC offers no equipment support.

154. Technical assistance support is administered by the General Technical Assistance Division of CFTC and fellowships and training support by the Fellowships and Training Programme of the Human Resources Division of the Commonwealth Secretariat. Each of these two units have a point of contact in the government administrations of the developing member States of the Commonwealth. Indeed in some cases a common point of contact serves both the units of CFTC. All requests for Technical Assistance and fellowship and training support to CFTC have to be routed through these points of contact for initial processing at the country level before being forwarded to CFTC.

155. Fellowship support is accorded for training essentially in developing countries and not the developed member States of the Commonwealth. Training support includes support for training of trainers, regular training in both long and short term and seminars and workshops with a bias on training.

156. In the case of support for participation of commonwealth subjects in seminars and workshops, such support can be accorded to facilitate participation in Seminars and Workshops organized by associate members of STPA both from within the Commonwealth and outside so long as the workshops and seminars are convened in developing countries i.e. within the African region, preferably in a member State of the Commonwealth.

157. CFTC is a fund set up through voluntary contributions of all the member States in both developed and developing, of the Commonwealth.

158. The representative of the Overseas Development Administration referred to the statement on technical assistance to statistical training in paper DM3/9.2. He commented on the statistics of trainees between 1981 and 1983 which was distributed at the meeting . He pointed out that these indicated not only the amount of assistance to the training of statistician provided by the U.K (rather more than US$2,000,000 per year)but also the demand made by countries for such training.

159. He stressed that the table referred only to fellowships and did not include the cost of staff and any equipment provided to training institution in Africa nor the cost of any training staff and related equipment provided to national statistical service.

160. The Representative of the International Statistical Programs Center (ISPC) of the U.S. Bureau of the Census indicated that the 1984-1985 training programs to be offered in Washington by ISPC during the training year which begins on 4 September 1984 will be announced in a training booklet which will be distributed worldwide in January 1984. These programs are similar in content and objectives to those offered in the recent past, with greater emphasis on incorporating microcomputer training into the curricula in the various subject matter specializations. It is tentatively planned to announce a third joint Master's degree program in addition to the current Combined Degree Program leading to a Master of Science in Social and Economic Statistics and the Demography Degree Program leading to a Master of Arts in Demography. The proposed new program would lead to a Master of Arts in Administrative Science with a concentration in Management Information Systems. An expanded special purpose program on training of trainers will be offered. This will enable staff members of national, sub-regional and regional training centres to work with ISPC staff to jointly prepare training materials and to undertake other activities to strengthen their programmes. These other activities include participations in special courses, seminars, and professional meetings on latest approaches to, and techniques for, the development and implementation of technical training.

161. It should be emphasized that ISPC is not in a position to offer financial assistance to participants in its Washington-based or overseas training programmes. Fellowships for participants in those programmes may be sought from a number of different donor agencies including the U.S. Agency for International Development, United Nations Development Programme, Food and Agriculture Organization, World Bank, and other UN specialized agencies; agencies of the participant's own Government, and organizations which have committed resources to support Africa statistical development. In all cases, applications for fellowships should be made through appropriate government channels by the agency in which the prospective participant is employed to the representative of the sponsoring agency in the participant's country.

162. The Applied Statistics Research Unit (ASRU), University of Kent is a self financing unit which offers a range of services: statistical analysis, consultancy, research projects, courses, and software development. Together with the department of statistics at the University, it has a range of experts, some of whom have direct experience of developing countries. For many years it has had contracts with the ODA which involved staff travelling to developing countries, and some staff have spent prolonged periods at overseas centres. When mounting short courses, the ASRU has access also to other staff, as in the case of the short course on Agricultural Experimentation being mounted in Bangladesh in January 1984. The ASRU has no funds of its own for direct financial assistance, but given projects such as short courses, consultancy etc., requested by an STPA Centre, funds can sometimes be found from other sources. It has a very applied emphasis, and is very keen to help developing countries wherever possible.

163. The possible areas of assistance are as follows:

- Applied Statistics Research Unit (Data Processing Experience)
- A user friendly survey analysis program (Software development)
- Sample surveys and rural development course
- Provision of special courses
- Summer School in Statistics, 1984.

164. International Statistical Institute (ISI) has no significant financial resources, and therefore has a different role to others offering assistance. Its real resource is in its members: about 1200 experienced and senior statisticians of all kinds throughout the world are members, and in particular the Directors of National Statistical Offices are members ex officio. Thus it can help in the making of contacts with experts, and in similar activities, but for substantial assistance external financial input would be required as was the case for the World Fertility Survey.

165. In order to provide a framework for these or other kinds of activity, the ISI has created various structures. It has an Education Committee, which in turn has three Task Forces, one of which is concerned with Statistics at Teriary and Technical Level. It has also recently set up an International Statistical Research Centre, the Director is Professor van de Kaa. In any connexion in which it is felt that ISI may be able to help an approach to Professor van de Kaa, to the Director of the Permanent Office, or to the Observer at this meeting (R.M. Loynes) would be welcomed.

173. This presentation did not provoke lengthy discussion. Participants made corections to the information contained in the second edition of the Directory of Statistical Training Centres Participating in the Statistical Training Programme for Africa. The secretariat was requested to harmonize the presentation of the publication better. One representative stressed the usefulness of the Directory of STPA Centres and hoped that programmes on course organization at the Centres would subsequently be included in the publication. It was also requested that associate centres should be included in the Directory.

J. OTHER BUSINESS
(Agenda item 10)

174. When the secretariat asked where and when the next meeting of Directors of STPA Centres should be held, participants agreed on Addis Ababa, during the first week of November 1985.

175 One participant asked the secretariat to arrange to inform Centre Directors sufficiently in advance of the agenda so that the Directors could have the opportunity to propose possible additions of items they would wish to see discussed.